

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: Research, Standards and Assessment

ITEM: Will the State Board vote to adopt the Common Core State Standards in Mathematics and English Language Arts as necessary to transition to the comprehensive assessment of those standards in SY 2014-2015?

RECOMMENDED ACTION: That the State Board vote to adopt the Common Core State Standards in Mathematics and English Language Arts as necessary to transition to the comprehensive assessment of those standards in SY 2014-2015.

STATUTORY AUTHORITY:
16 V.S.A. §164 (9)

ALIGNMENT WITH GOALS:

Learning Expectations

(2) Goal: Standards and expectations define the knowledge and skills essential for all PreK-12 learners to be successful in the 21st century.

BACKGROUND INFORMATION: Vermont agreed to participate in the development and adoption of a common set of standards in mathematics and English language arts (<http://www.corestandards.org/>) as part of our application and acceptance of ARRA funding in 2009. As a member of the SMARTER Balanced Assessment Consortium, the Commissioner and State Board Chair signed an MOU submitted with a consortium application for federal funds in June. Vermont is currently a governing state in the consortium and adoption of the Common Core by December 31, 2011 and the use of the assessments developed by the Consortium in SY 2014-2015 are requirements to continue this status.

The transition from Vermont's current Grade Expectations and state assessment (NECAP) to the implementation of the Common Core in curriculum, instruction and assessment will require a multi-year effort at both the state and local level. The adoption of the Common Core by the SBE at the beginning of SY2010-2011, the initial year of the transition, signals the commitment necessary to ensure a successful transition for Vermont educators and learners to the assessment of these standards in SY 2014-2015.

COST IMPLICATIONS: The transition from the NECAP Grade Expectations and assessments to the Common Core and the assessment of the Common Core will certainly come with cost. The Department's implementation plan initially redirects existing resources used for professional development through the Vermont Professional Development Network (VPDN) to support this transition. However, additional resources at the state level and strategic investment of local resources will be necessary to ensure that curriculum, instruction and assessment aligned to the

Common Core are comparably implemented across all learning environments in Vermont. As part of the implementation plan, the Department is forming advisory groups to inform the work from both policy and implementation perspectives.

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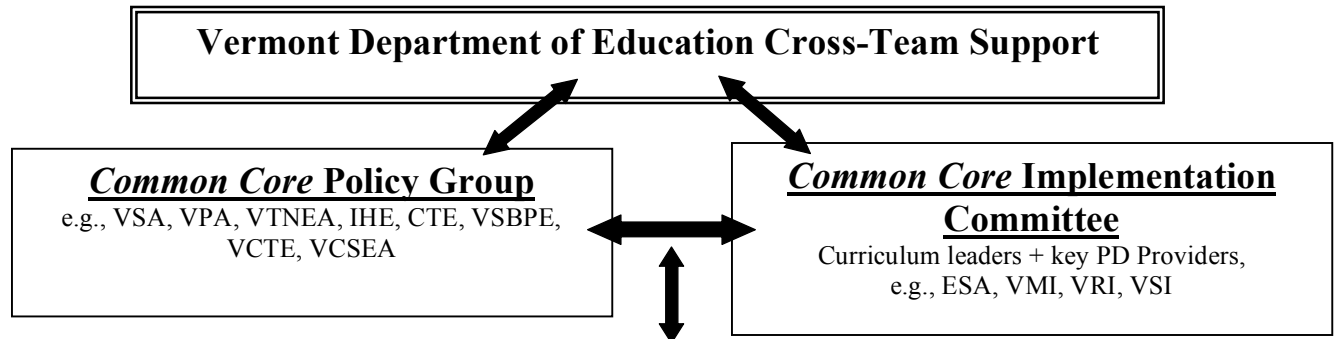
VT-DOE Plan for Statewide Implementation of the *Common Core State Standards* (SY 2010-2011)

GOAL: Each Vermont educator will have an equitable opportunity over time to develop an understanding, appropriate to his or her educational responsibilities, of the *Common Core State Standards* (CC) and their application to curriculum, instruction and assessment.

MODEL: DOE will provide resources and processes that include --

- ☐ Statewide network of teacher leaders (VPDNetworks);
- ☐ *Common Core* Policy Group to consider and recommend policy for all levels of the system to address access, equity, quality, communication and accountability;
- ☐ *Common Core* Implementation Committee to recommend implementation strategies.

Vermont Department of Education Cross-Team Support



REGIONAL LEVEL

VPDNetwork leaders – representation *per region* across grade levels and content: ELA (4), math (4), science (3), social studies (1) work with DOE to develop a deeper knowledge of the CC. The leaders themselves, as well as the materials they help to develop, become district and regional resources.

DISTRICT/SU LEADERSHIP LEVEL

DOE with the VPDNetwork leaders will provide --

- A CC awareness opportunity in fall 2010 in five regions of the state for district/SU leadership teams;
- An additional session in spring 2011 to develop deeper understanding of the CC;
- District /SU fall leadership team must include the superintendent, curriculum coordinator, all principals, and a teacher representative for elementary math, elementary literacy, secondary math, secondary literacy, 6-12 social studies and 6-12 science.

SCHOOL/CLASSROOM LEVEL

- District/SU leadership team will take responsibility to bring the CC resources and information to each school and classroom. Regional collaboration is encouraged.
- DOE will gather data on district dissemination of provided resources and assess needs for content of spring 2011 educator meetings.

VT-DOE TRANSITION PLAN FOR STANDARDS & ASSESSMENTS

7/29/10

School Year	Standards/Curriculum/Instruction Transition Goals	Assessment Transitions	Other Critical Actions/Dates
SY 2010 – 2011	<p>Create and convene <u>Common Core Implementation Committee (CCIC)</u> + <u>Common Core Policy Group</u></p> <p>Expand and re-focus work with teacher leaders through VPDNetworks</p> <p>Build educator awareness of the Common Core State Standards – fall and spring regional meetings with district leadership teams and facilitated by DOE and VPDNetwork leaders</p> <p>Build educator understanding of the alignment between CC and state-assessed GEs</p> <p>Build district leadership understanding of what the alignment means for their curriculum revision/development</p>	<p>NECAP operational</p> <p>SMARTER Balanced Assessment Consortium (SBAC) will begin development and communication of assessment resources, if funded</p>	<p><u>Creation of statewide groups:</u> <u>CC Policy Group</u> - whose role is to address broader issues affecting implementation, e.g., pre-service and licensure expectations for teachers</p> <p><u>CCIC</u> - curriculum leaders nominated by superintendents, ... whose role is to support transition to the implementation of the CC through the use of VPDNetworks and other strategies and resources</p> <p><u>VPDNetwork leaders</u> - whose role is to collaborate with DOE to develop materials for educators based on alignment studies</p>
SY 2011 – 2012	<p>Districts begin modification/development of curriculum aligned to CC</p> <p>DOE builds regional capacity through work with VPDNetwork leaders to provide resources to support districts in curriculum alignment process</p>	NECAP operational	Common Core State Standards adopted by State Board of Education anticipated August 2010
SY 2012 – 2013	Schools/districts begin to enact curriculum aligned to CC, with priority given to standards that mark a shift from current state-assessed GEs to CC	NECAP operational	District-wide curriculum in place by July 2012 (Act 153)
SY 2013 – 2014	CC-aligned curriculum enacted	NECAP operational (SBAC) pilot	
SY 2014 – 2015	CC-aligned curriculum enacted	NECAP fall operational (SBAC) operational	

K-12 Common Core State Standards FAQ (Updated August 3, 2010)

NOTE: This FAQ document will be updated, with changes indicated in purple, as more information becomes available.

1. What are the Common Core State Standards? Who developed them?

The Common Core State Standards Initiative (<http://www.corestandards.org>) has been led by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO), working with Achieve, ACT and the College Board, among others.

State departments of education specialists, including those in Vermont, were involved in and extensive feedback and review process.

The Common Core State Standards in English Language Arts and Mathematics were released to the public on June 2, 2010.

2. What is the reason behind the Common Core State Standards?

No Child Left Behind brought accountability – but not necessarily consistency – in the adoption of standards across state lines. As Americans have become more mobile, our children face increasing difficulty in moving from state to state or school to school, finding varying standards and related curriculum in the core areas of mathematics and language arts. The Common Core Standards Initiative is the beginning of a national effort to ameliorate those differences. Focused in the areas of mathematics, reading, writing, speaking and listening, the Common Core Standards are internationally benchmarked and designed to better prepare our young people for 21st century college and career opportunities.

3. Why is VT adopting them? What is the timeline for adoption?

Governors and State Commissioners of Education from 48 states, 2 territories and District of Columbia – including Vermont – signed Memoranda of Understanding in 2009 to develop and adopt these standards, a requirement linked to the acceptance of significant state funding from the American Recovery and Reinvestment Act.

The State Board of Education is expected to adopt the Common Core State Standards at the regularly scheduled meeting on August 17, 2010.

4. Will there be a national assessment?

Vermont is a member of the SMARTER Balanced Consortium (SBAC) which submitted an application for the Race to the Top Comprehensive Assessment grant on June 23rd. Further information on SBAC is available on the DOE website at: http://education.vermont.gov/new/html/pgm_curriculum.html

Grant award decisions will be made by the end of September 2010. The outcomes of the RttT Assessment Competition and the work that will occur because of the grant (s) over the next four years will certainly inform the requirements of the reauthorization of ESEA and the future of a state and national assessment.

5. What will be the impact on NECAP and Vermont's Grade Expectations?

We do not expect any *immediate* impact and currently will continue with NECAP development until 2013 and administration until 2014. Measures of student performance will continue to be based on the state-assessed NECAP *Grade Expectations* until 2014. In the intervening years, the DOE will be working to build regional and district capacity to assist educators with the transition from the NECAP Grade Expectations to the Common Core State Standards (see # 7).

As a first step, DOE is working with our partner states in the New England Common Assessment Program (NECAP) and Vermont stakeholders **to examine the alignment** of the Common Core State Standards with our

current *Vermont's Framework of Standards and Learning Opportunities* and associated state-assessed *Grade Expectations* in mathematics and literacy.

6. What will be the impact on local assessments and curriculum?

Recently enacted state legislation requires that supervisory unions establish supervisory-union curriculum by July 2012. Practical timelines and processes to meet this requirement, as well as to align to the Common Core, will be a focus of the Common Core implementation strategy.

7. How does the DOE intend to support the field during the transition period?

The DOE is developing a multi-year statewide implementation plan that will be announced in mid-August. The goal of the plan is as follows: “Each Vermont educator will have an equitable opportunity over time to develop an understanding, appropriate to his or her educational responsibilities, of the Common Core State Standards (CC) and their application to curriculum, instruction, and assessment.”

8. How are the ELA Standards organized?

ENGLISH LANGUAGE ARTS (College and Career-Ready Standards at the beginning of each strand):

Grades K – 5 Strands--

- **Reading** is grade by grade into Literature and Informational Text, with additional Foundational Skills.
- **Writing** has standards for narrative, informative, and opinion/argument.
- **Speaking and Listening**
- **Language Skills** focus on grammar, usage, and mechanics; and vocabulary acquisition and use.

Grades 6 – 12 Strands --

- **Reading 6 – 12** has standards for 6, 7, and 8, while the high school years are clustered into 9 – 10 and 11 – 12. The texts are Literary and Literary Nonfiction.
- **Writing** includes standards for narrative, information, and argument.
- **Language Skills** focus on grammar, usage, and mechanics; and vocabulary acquisition and use.

Literacy in History/Social Studies and Science:

- **Reading Standards 6 – 12** are aligned with the College and Career-readiness standards but are focused on informational, content-specific text.
- **Writing Standards 6 – 12** are aligned with the College and Career-readiness standards but are focused on informative/explanatory and arguments focused on “*discipline-specific content*.”

9. How are the Math Standards organized?

The Common Core math standards are divided into two categories. These categories are: Standards for Mathematical Practice which apply to all grade levels and promote mathematical thinking and Specific Content standards organized by mathematical domains and grade levels

Math Standards K – 5 are organized under the domains of

- Number – Counting and Cardinality, Operations and the Problems They Solve, Base Ten, Fractions
- Measurement and Data
- Geometry

Math Standards 6 – 8 is organized under the domains of

- Ratios and Proportional Relations
- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistics and Probability

Math Standards for High School is organized under Conceptual Categories of

- Number and Quantity
- Algebra and Functions

- Geometry
- Statistics and Probability
- Modeling

Appendix A contains drafts of model high school course descriptions based on the standards.

10. Do the Common Core Standards address the 21st Century skills?

While the Common Core Standards address skills such as “evaluating the accuracy and credibility of sources” and reference “online texts” in a number of places in ELA, many of what have been identified as 21st Century skills are found in *Vermont’s Framework of Standards* in the *Vital Results* and *Learning Opportunities*.

11. Are there future plans for developing Common Core Standards in other content areas?

In the recent announcement of the Race to the Top Assessment Competition, the USDE has indicated that there will be other grants for the next generation of assessment in Science, for example. Although no specific timelines are yet public for either the development of standards or assessments in other content areas, there are suggestions that this is a likely direction at some point.